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PROFESSIONAL PERSONNEL TO SERVE THE EDUCATIONAL NEEDS OF RURAL AND SMALL COMMUNITIES, A PROPOSED GUIDE TO STATE ACTIVITY.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

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A GROWING NEED DICTATES THAT STATES MUST IDENTIFY AND MEET THE VARIOUS REQUIREMENTS FOR PROFESSIONAL PERSONNEL IN RURAL AND SMALL SCHOOLS. IN COOPERATION WITH VARIOUS PROFESSIONAL GROUPS, THE STATE SHOULD-- (1) DETERMINE HOW MANY ADDITIONAL PROFESSIONAL STAFF MEMBERS WOULD BE NEEDED OVER THE NEXT 5 YEARS TO PROVIDE AN EDUCATIONAL PROGRAM ADEQUATE TO MEET EMERGING NEEDS, (2) DETERMINE THE EXTENT TO WHICH EFFECTIVELY PREPARED PERSONNEL CAN BECOME AVAILABLE, (3) DETERMINE THE EXTENT TO WHICH NEW PERSONNEL RESOURCES NEED TO BE SOUGHT OR DEVELOPED, (4) IDENTIFY UNTAPPED RESOURCES THAT MIGHT BE DEVELOPED, (5) DETERMINE CRITICAL AREAS IN WHICH STAFFING NEEDS MUST BE MET, (6) DETERMINE THE PRIORITY IN WHICH THESE NEEDS MUST BE MET, (7) SUMMARIZE THE GENERAL PLAN OF ACTION, AND (8) IDENTIFY AND ENCOURAGE THE TYPES OF HELP OUTSIDE AGENCIES (UNIVERSITIES, PROFESSIONAL ORGANIZATIONS, ETC.) MIGHT BE ABLE TO OFFER. AN APPENDIX INDICATES SPECIFIC AGENCIES OR ORGANIZATIONS THAT MIGHT BE INVOLVED IN SUCH A PLAN OF ACTION. (DK)



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Professional Personnel

To Serve the Educational Needs of Rural and Small Communities

A Proposed Guide to State Activity

RC 002518

DEPARTMENT OF RURAL EDUCATION
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

A Proposed Guide to State Activity
To Identify and Meet Needs for Educational Personnel
To Serve Rural and Small Communities

OVERARCHING PRINCIPLES

The Committee on Professional Personnel of the Department of Rural Education recognizes that efforts to identify and meet the growing demand for professional personnel to serve rural and small communities must be carried forward state by state and in cooperation with others. In asking the State Committees for the Department to serve as their agents within the various states, the Committee assumes that the State Committee will work in full cooperation with other interested and concerned groups. These would include such agencies and organizations as:

The State Education Association; the State Department of Education; The Commission on Teacher Education and Professional Standards; college and university faculties which prepare professional personnel; and groups concerned with the professionalization and upgrading of their field of work, such as state associations of elementary principals, state associations of secondary principals, state associations of school administrators, classroom teachers organizations, ASCD affiliates, organizations concerned with services to exceptional children, audio-visual instruction, and other special fields.

It is recognized that in some instances the State Committee for the Department may best achieve its purposes by seeking a working relationship with an organization or group of organizations already appropriately concerned with and working on the problem. In other instances, the Committee may need to take the lead in developing a program.

MEETING NEEDS FOR PROFESSIONAL PERSONNEL

SUGGESTED STEPS IN IDENTIFYING LONG-TERM NEEDS

- I. Determine how many additional professional staff members would be needed over the next five years to provide an educational program adequate to meet emerging needs, taking into account the need --
 1. To fill positions which normally become vacant through death, retirement, transfer to other positions, etc.
 - a. Teachers
 - b. General consultants, instructional supervisors, etc.
 - c. Administrators -- superintendents, principals, etc.
 - d. Special service personnel
 2. To employ fully qualified professional personnel in positions now staffed by persons whose preparation is inadequate or inappropriate to their fields of work and/or the situations in which they are working --
 - a. Teachers
 - b. General consultants, instructional supervisors, etc.
 - c. Administrators -- superintendents, principals, etc.
 - d. Special service personnel
 3. For added personnel to keep pace with expanding enrollments --
 - a. Teachers
 - b. General consultants, instructional supervisors, etc.
 - c. Administrators -- superintendents, principals, etc.
 - d. Special service personnel
 4. To establish new services and/or create new positions to extend services already established.
 - a. Teachers
 - b. General consultants, instructional supervisors, etc.
 - c. Administrators -- superintendents, principals, etc.
 - d. Special service personnel

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- II. Determine the extent to which effectively prepared personnel to meet the needs outlined above can become available --
 1. Through existing facilities and programs for minimum preparation -- pre-service and in-service -- of
 - a. Teachers
 - b. General consultants, instructional supervisors, etc.
 - c. Administrators -- superintendents, principals, etc.
 - d. Special service personnel
 2. Through programs which enable personnel to meet professional requirements; i.e., requirements set by a professional organization to encourage its members to achieve levels of preparation beyond legal certification minimums --
 - a. Teachers
 - b. General consultants, instructional supervisors, etc.
 - c. Administrators -- superintendents, principals, etc.
 - d. Special service personnel
 3. Through cooperatively planned in-service experiences to enable personnel to increase their effectiveness on the job --
 - a. Exploring areas of need in a school system and working to meet those needs
 - b. Providing ways to enrich competencies and qualifications through study, travel, and other means of developing special interests, talents, and aptitudes
 - c. Other
 4. By determining the extent to which personnel from the sources identified above are likely to be qualified and available for positions serving rural and small community schools, as
 - a. Teachers
 - b. General consultants, instructional supervisors, etc.
 - c. Administrators -- superintendents, principals, etc.
 - d. Special service personnel

MEETING NEEDS FOR PROFESSIONAL PERSONNEL

IDENTIFYING LONG-TERM NEEDS (Cont.)

- III. Determine the extent to which new resources (beyond those identified in Section II) need to be sought or developed for --
1. Recruitment of
 - a. Teachers and candidates for teacher preparation
 - b. Instructional supervisors, general consultants, etc., and persons interested in preparing for such positions
 - c. Administrators -- superintendents, principals, etc.
 - d. Special service personnel
 2. Programs for the professional preparation -- pre-service and in-service -- of
 - a. Teachers
 - b. Instructional supervisors, general consultants, etc.
 - c. Administrators -- superintendents, principals, etc.
 - d. Special service personnel
- IV. Identify untapped resources which might be developed; for example,
1. To what extent might a greater proportion of able high school students be encouraged to enter and continue in college?
 2. To what extent might more young people who prepare for teaching but fail to enter or continue in teaching be induced to do so?
 3. To what extent might needed teachers be developed from college graduates who had not expected to teach but who could now be induced to secure preparation and accept positions? What provisions are available to enable such people to qualify?
 4. To what extent might the need be met by enabling school systems in the state to compete more favorably for experienced persons seeking professional advancement?

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IV. Identifying untapped resources (cont.)

5. To what extent could unmet need for fully and appropriately qualified teachers be met by offering increased opportunities for in-service education to persons now teaching with sub-standard qualifications?
6. To what extent could or should the need for added specialized personnel be met by making it possible for certain present staff members, including teachers, to secure qualifying preparation?
 - a. Instructional supervisors, general consultants, etc.
 - b. Administrators -- superintendents, principals, etc.
 - c. Special service personnel
7. To what extent might the total situation be strengthened by making it possible for qualified persons to achieve professional status and advancement within their special teaching or professional service fields?

Example: Continuing to teach social studies, rather than become a coach or administrator, if the former is the field of special interest and proficiency.

MEETING NEEDS FOR PROFESSIONAL PERSONNEL

DECIDE WHAT ACTION SHOULD AND CAN BE TAKEN

- V. In the light of the information obtained, is there clear need in the state for additional personnel to meet rural and small community needs? If so, in what staffing area or areas does it occur --
1. Teachers? If so,
 - a. At what levels?
 - b. In what teaching fields?
 2. Administrators? In what types of position?
 - a. Administrators of local districts?
 - b. Intermediate unit administrators?
 - c. Elementary principals?
 - d. Secondary principals?
 3. Instructional leaders, consultants, supervisors, etc.?
(Identify type, area, or level of need)
 4. Coordinators? (Curriculum leaders by whatever title with responsibility to coordinate a team approach)
 5. Special service personnel? In what area or areas?
(Guidance counselors, reading specialists, school psychologists, speech therapists, school nurses, others)
- VI. Assuming that some priority must be given, determine
1. What area or areas (problem or problems) should be attacked first, taking into account
 - a. Extent of immediate need
 - b. Importance to the development of a long-range program
 - c. Probability of successful achievement at this time
 - d. Other factors

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VI. . . . priorities (cont.)

2. How this can best be done?

- a. Who (what groups, individuals, etc.*) should be involved?
- b. Who (what agency, organization or individual) should take the lead?
- c. What should be the role of the State Committee in any action program that is adopted?

VII. Summarize the general plan of action you propose.

VIII. Identify (or encourage the group or groups which are to assume the task identified above) to indicate types of help which the Committee on Professional Personnel of the Department of Rural Education, the staff of the Division of Rural Service, NEA, or others outside the state, might offer.

1. Consultative help in developing further plans

2. Identification of further resources

- a. References and reports on comparable projects
- b. Other agencies, organizations, and individuals who can offer information, materials, and consultative services
- c. Other

* See Page 1 and Appendix for suggestions concerning organizations and agencies which may be involved.

APPENDIX

Suggested List of Cooperating Organizations and Agencies

Groups to be involved will vary from state to state. The following are identified as likely to be concerned in one phase or another of the project:

State Education Association*

State organization serving county and intermediate unit superintendents
(This group is uniquely concerned in most states and should be involved as centrally as possible from the beginning.)

Classroom teachers association

State TEPS Commission

State group working in cooperation with the AASA Committee for the Advancement of School Administration

Elementary Principals Association

Secondary Principals Association

State or regional ASCD affiliate

Organizations in specialized fields; i.e., guidance, speech, exceptional children, others

Agencies of the State Education Department

Education departments of colleges and universities; field service units of such institutions

Lay groups - clubs, organizations, committees

Other

* As a matter of general policy, the Department of Rural Education, a unit of the National Education Association, recognizes two lines of communication within the state: The State Education Association as an NEA affiliate, and the NEA Director or Directors as members of the NEA's governing Board of Directors. Effort is made to keep them informed.